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ABSTRACT

The paper describes for elementary and secondary teachers a planned, direct, and systematic way of teaching prosocial behaviors to behaviorally disordered students. The assessment process involves a pre-teaching assessment in which students and specific instructional skills are selected and a post-teaching assessment phase which includes post-teaching evaluation and assessment of skill maintenance and generalization. Checklists are presented for elementary social skills. Techniques for developing an instructional plan with attention to group rules, levels of instructional support, and reinforcement phases are described. The structured learning approach is explained to involve features of modeling, role playing, verbal mediation, performance feedback, and transfer of training. Generalization strategies are noted. Sample reccrdkeeping forms are included throughout. (CL)

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Teaching Social Skills to Behaviorally Disordered Youth

by Ellen McGinnis

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A new philosophy is beginning to take hold in the field of behavioral disorders. Educators are recognizing that teaching academic competencies and enforcing external limits on a student's behavior are not enough to provide for successful reintegration into the mainstream school environment. Furthermore, these traditional methods alone are not enough to prepare behaviorally disordered students with the skills they need to cope with the social and behavioral demands of the world outside the school setting.

Traditionally, special classrooms for behaviorally disordered youth have placed an emphasis on informing the student that certain behaviors will not be tolerated in the school setting. This is achieved by implementing planned consequences for inappropriate ways of dealing with stress and conflict situations. While this is a vital role of the special classroom, it must not be the end of the behavioral intervention. Additional measures must be taken to provide students not only with the knowledge of *what not to do*, but also with the knowledge of *what to do*.

An important assumption made in this philosophy is that students do not make a conscious choice to misbehave or to deal with a problem in a socially unacceptable manner. The belief is that the majority of behaviorally disordered youngsters have not learned the necessary prosocial behavior. Learning, in this sense, means that the student is actually able to act in a prosocial manner when the situation calls for the behavior.

Many times, students can verbalize a variety of prosocial alternatives. For example, when Tricia reacts with physical aggression when tormented by a peer, it is likely that she will be able to state ways she could have dealt with this in a nondestructive way. However, when a similar situation occurs, even though Tricia "knows" what she should do (e.g., ignore her tormentor), she just can't seem to react in this manner. The tendency on our part, then, is to make the assumption that Tricia has learned the prosocial skill and could have ignored her tormenter. . .if only she wanted to. Verbalizing prosocial alternatives, however, is very different from actually being able to carry out the action itself.

Why do some children learn acceptable social behavior while others do not? An empirical answer to this question is not known. However, the following factors may contribute to our understanding.

Cox and Gunn (1980) point out three reasons individuals fail to respond appropriately to social situations. First, a student may not have the knowledge of the desirable behavior within a given context. Such a student, for instance, may not have attended to the modeling of the desirable behavior, or may not have had appropriate models available. On the other hand, a student may have attended to an appropriate model, but was unable to interpret the behavior in the context of the situation. This can be referred to as a lack of behavioral flexibility, or the inability to adjust one's behavior to a variety of different situations, people or settings. For example, a student may request help from a peer in a socially acceptable manner. However, the student must also learn when it is acceptable to request this assistance (i.e. it may be appropriate during independent seat work, but unacceptable during a test or a class discussion).

A second explanation offered by Cox and Gunn is that the student lacks practice of the prosocial behavior. A common example of this is a child who is aware that "thank you" is a polite thing to say when someone does a favor for him or her; however, the child is not in the habit of responding in this way. In this case, the student has not practiced the skill to the point that it has become a part of his or her behavioral repertoire.

A third explanation provided by Cox and Gunn of why a student does not perform in socially acceptable ways is that the individual's emotional responses inhibit the performance of the behaviors. Anxiety, fear, anger or defensiveness may prevent the student from thinking and responding beyond that initial emotion.

The special classroom must provide students not only with the knowledge of what not to do, but also with the knowledge of what to do. Constructive, socially acceptable ways of dealing with problems can result from direct and systematic teaching.

Still another factor to consider is that students may be reinforced for the undesirable behavior and not adequately reinforced for that which is prosocial. Too frequently the inappropriate behavior is the one that receives reinforcement from both peers and adults. For instance, a young child may get attention much more quickly by whining than by quietly expressing his or her wants. Likewise, it may be easy for a teacher to inadvertently ignore a young student's request for help; but who can ignore a full-blown temper tantrum?

Research indicates that social skills deficits in children are related to school maladjustment (Gronlund and Anderson, 1963), delinquency (Roff, Sells and Golden, 1972), and peer rejection (Quay, 1978). Children with poor interpersonal skills, when compared to their socially competent peers, have also been found at high risk for adjustment problems in adulthood (Cowen, Pederson, Babigian, Izzo and Trost, 1973).

Recent studies suggest that social skills training with behaviorally disordered students does increase their prosocial responding (LaNunziata, Hill and Krause, 1981; Warrenfeltz, Kelly, Salzberg, Beegle, Levy, Adams and Crouse, 1981). Instruction in this area has increased peer acceptance of socially isolated children (Oden and Asher, 1977). Furthermore, instruction in interpersonal or social skills for behaviorally disordered youth is implied in the Public Law 94-142 definition of serious emotional disturbance (1975) and is suggested as a way of facilitating successful mainstreaming of handicapped children (Gresham, 1982).

The intervention described in this chapter provides elementary and secondary teachers with a planned, direct and systematic way of teaching prosocial behaviors to behaviorally disordered students. This approach considers various explanations of why children fail to learn acceptable social skills, and assumes that students may be able to verbalize prosocial choices but are unable to act on these choices. It also assumes that constructive, socially acceptable ways of dealing with problems can result from direct and systematic teaching.

The Assessment Process

Assessing social skills involves a pre-teaching assessment phase (selection of the students and the specific skills for instruction) and a post-teaching assessment phase, including post-teaching evaluation and assessment of skill maintenance and generalization. Following is a discussion of and suggested techniques for this process.

Pre-Teaching Assessment: Phase I

Before beginning social skills instruction, students in need of direct intervention and the specific social skills these students need are selected.

Selecting the Students

Several techniques are useful in selecting students who need direct instruction in social skills. The process most frequently suggested is a combination of sociometric information, teacher ratings and behavioral observations (Gresham, 1983). Input from parents and the target children themselves can also assist in making this determination.

Peer Reporting. This is one method of screening children with interpersonal and social difficulties. Children who demonstrate inappropriate social behaviors may also be those who lack acceptance by their peers (Barclay, 1966; Guinouard and Rychlak, 1962). A review of studies by Rathjen (1980) suggests that friendliness, social participation and outgoing behavior are characteristics of acceptance by peers, while aggressive behavior is associated with peer rejection. In addition, information gained from peer ratings is the best predictor of later socioemotional adjustment (Barclay, 1966; Rolf, 1976).

For classroom teachers, sociometric information can point out students who are experiencing difficulties in positive social interaction with other children. This strategy may confirm the teacher's observations of a student who is aggressive in dealing with problems, for example. However, sociometric information may also help to identify a student who is withdrawn and easily overlooked as a potential target for instruction.

Sociometric techniques were first developed by Moreno (1934), who used peer nominations to assess friendship skills. Peer rating, another sociometric technique, is believed to assess an individual's overall peer acceptance or likeability (Gresham, 1981c).

The peer nomination method includes instructing students to list a number of classmates according to a

specific criteria (i.e. who they would most like to play with, work with, sit next to; or best friends, etc.). Students may also be instructed to list the classmates they would least like to be associated with, in order to assess the students who appear to lack friendship skills. The children who are neither chosen as friends nor rejected may tend to be socially isolated.

The technique of peer rating involves rating each student on a given scale (i.e. a lot, sometimes, not at all) according to a selected criteria, such as how much they like to play with each classmate (Oden and Asher, 1977). This technique indicates students who are rejected by peers, as well as those who appear to be accepted.

Sociometric techniques provide an idea of a child's peer relationships and are a useful screening tool. However, this strategy provides little information about the child's specific problem areas (Gresham, 1981c). Therefore, additional assessment is required.

Teacher and Parent Reports. Reports from the student's parents and teachers are valuable sources of information for selecting students for social skills intervention. Ask questions such as: "Does the child comply with requests? If not, how does he or she respond? Does the child have friends in the neighborhood and at school? How does the child deal with interpersonal relationships and feelings like anger and frustration?" Answers to such questions can indicate which children are experiencing difficulty with social behaviors outside the academic learning setting.

Teacher rating appears to be a valid screening measure (Gresham, 1981a) and structured rating scales have frequently been used to screen behaviorally disordered or conduct disordered children from their normal peers (Bower, 1960; Nelson, 1971). Hutton and Roberts (1982) also found a close relationship between peer nomination and teacher ratings in identifying nonhandicapped students with behavior difficulties. Use of a structured rating scale, such as the *Social Behavior Assessment* (Stephens, 1978) is a useful method of gaining this necessary teacher input.

Direct Observation. Direct, systematic observation is a valuable technique when combined with other methods of social skills assessment. Such observations are also useful for teachers, who will need baseline data before implementing the social skills intervention. Systematic observation is a way to identify behavioral changes following intervention, monitor social behavior, and determine antecedents and consequences surrounding the specific behavior (Gresham, 1981b).

Because social skills can vary under different conditions (Cartledge and Milburn, 1980), several observations across a variety of school settings will provide the most useful information regarding how the target child's social interaction differs from his or her peers. *Figure 1* is an example of an observation technique specifically for coding children's interaction. For additional information on systematic observations refer to Walker (1979).

(1) The teacher or observer selects one student to observe for a specified time period (15 to 20 minutes). Suggested social settings are the school cafeteria and playground as well as unstructured and structured classroom activities;

(2) After 10 seconds, the observer makes a tally mark if the target child interacts positively or negatively with a teacher or a peer, or marks if no interaction is observed;

(3) On the alternative 10 second interval, the observer marks the interaction of a peer in the same manner as described above;

(4) The observer again marks the target child's interaction during the next 10 second interval;

(5) Another peer is observed and charted during the subsequent 10 second interval;

(6) This procedure continues, alternating observation of the target child and each peer who participates in the activity.

Skills that benefit the child in school may be contradictory to expectations in the home. Parental information ensures appropriate emphasis on environments where a skill can be most useful.

Figure 1

Interaction Observation Tally Sheet

Student: _____ Date:

Situation or Activity: _____

Time Observed: _____

	Positive		*Negative*		*No Interaction*
	Peer	*Teacher*	*Peer*	*Teacher*	
Student					
Peer Composite					

Comments:

Selecting the Skills

Selecting skills that are important to other persons in the student's environment will assist in others' acceptance of the target student. Several studies indicate that behaviors such as smiling at the teacher, task completion, following directions, volunteering answers, and complying with requests correlate with academic success. In general, children exhibiting these prosocial behaviors receive the most positive attention from teachers (Cartledge and Milburn, 1980; Gresham, 1982). Literature also suggests that the following skills increase a student's acceptance by peers: smiling, greeting others, joining in a peer activity, physical appearance, complimenting others, sharing and cooperating, making invitations to others and carrying on a conversation (Mesibov and LaGreca, 1981).

It is also important to discuss areas of need with the child's parents. Skills that benefit the child in the school setting may, in fact, be contradictory to expectations in the child's home and neighborhood environments. For example, a young child who attempts to discuss a problem with an out-of-control parent or older child in the home or neighborhood, may be better off to physically leave the situation than to attempt a constructive outcome at that time. Parental information is therefore necessary to ensure that appropriate emphasis is placed on the environments where a particular skill can be most useful.

Instruction in skills valued by the child's parents, teachers and peers also increases the likelihood that positive reinforcement will be given to the student in the natural environment. This reinforcement may help maintain use of the skill following the actual teaching (Stokes and Baer, 1977).

Although competence in the above social skills may serve to meet the social expectations of others, another goal of social skills instruction is to meet the personal development needs of students themselves (Rathjen, 1980). Once familiar with structured learning and specific examples of social skills, most students will share problems they are experiencing. Teaching students skills that provide a positive alternative for dealing with their immediate needs will increase their desire to master a given skill. Direct student input through a checklist or interview can provide information about the skills they feel are most useful.

The social skills checklist (*Figure 2*) for elementary age students provides a way to identify a student's specific needs. It is also a method of recording social difficulties observed by the teacher. Such a checklist can be modified to gain information from the students themselves. Refer to Goldstein, Sprafkin, Gershaw and Klein (1980) for a similiar checklist for rating adolescent students.

Figure 2

Elementary Social Skills Checklist

Student _____

Date _____

Circle 1 if the student is *never* good at using the skill.
Circle 2 if the student is *seldom* good at using the skill.
Circle 3 if the student is *sometimes* good at using the skill.
Circle 4 if the student is *almost always* good at using the skill.

Group I: Introductory Social Skills

1. Listening: Does the student appear to listen when someone is speaking and make an effort to understand what is said?
   a) In a one-to-one setting? 1 2 3 4
   b) In a small group setting? 1 2 3 4
   c) In a large group setting? 1 2 3 4

   Problem Situation: _____

2. Asking for Help: Does the student decide when he/she needs assistance and ask for this help in a pleasant manner? 1 2 3 4

   Problem Situation: _____

3. Saying Thank You: Does the student tell others he/she appreciates help given, favors; etc? 1 2 3 4

   Problem Situation: _____

4. Beginning a Conversation: Does the student know how and when to begin a conversation with another person? 1 2 3 4

   Problem Situation: _____

5. Asking a Question: Does the student know how and when to ask a question of another person (i.e. how to ask and convey what he/she means)? 1 2 3 4

   Problem Situation: _____

6. Asking a Favor: Does the student know how to ask a favor of another person in a pleasant manner? 1 2 3 4

   Problem Situation: _____

7. Following Instructions: Does the student understand instructions and follow them?
   a) Related to academic task? 1 2 3 4
   b) In the general classroom environment? 1 2 3 4
   c) In social situations? 1 2 3 4

   Problem Situation: _____

8. Joining In: Does the student know and practice acceptable ways of joining an ongoing activity or group?
   a) In the classroom? 1 2 3 4
   b) In social settings (i.e. the playground?) 1 2 3 4

   Problem Situation: _____

9. Giving a Compliment: Does the student tell others that he/she likes something about them or what they have done? 1 2 3 4

   Problem Situation: _____

10. Accepting a Compliment: Does the student accept these comments given by adults or his/her peers in a friendly way? 1 2 3 4

    Problem Situation: _____

Group II: Skills for Dealing with Feelings

11. Apologizing: Does the student tell others he/she is sorry for doing something in a sincere manner? 1 2 3 4

    Problem Situation: _____

12. Knowing own Feelings: Does the student identify feelings he/she is experiencing? 1 2 3 4

    Problem Situation: _____

13. Express Own Feelings: Does the student express his/her feelings in acceptable ways? 1 2 3 4

Problem Situation: _____

14. Recognizing/Understanding Other's Feelings: Does the student try to figure out how others are feeling in acceptable ways? 1 2 3 4

Problem Situation: _____

15. Dealing With Own Anger: Does the student know ways to express his/her anger in acceptable ways? 1 2 3 4

Problem Situation: _____

16. Dealing With Other's Anger: Does the student try to understand another's anger without getting angry himself/herself? 1 2 3 4

Problem Situation: _____

17. Expressing Affection: Does the student let others know he/she cares about them in an acceptable manner? 1 2 3 4

Problem Situation: _____

18. Dealing with Fear: Does the student know why he/she is afraid and know strategies to reduce this fear? 1 2 3 4

Problem Situation: _____

19. Asking Permission: Does the student know when and how to ask if he/she may do something? 1 2 3 4

Problem Situation: _____

20. Sharing: Is the student agreeable to sharing things with others or offer reasons why he/she cannot in an acceptable manner? 1 2 3 4

Problem Situation: _____

21. Helping Others: Can the student recognize when someone needs or wants assistance and offer this help? 1 2 3 4

Problem Situation: _____

22. Using Self Control: Does the student know and practice strategies to control his/her temper or excitement? 1 2 3 4

Problem Situation: _____

23. Responding to Teasing: Does the student deal with being teased in ways which allow him/her to remain in control? 1 2 3 4

Problem Situation: _____

24. Avoiding Trouble: Does the student stay away from situations which may get him/her into trouble? 1 2 3 4

Problem Situation: _____

25. Staying Out of Fights: Does the student know of and practice other ways of handling difficult situations? 1 2 3 4

Problem Situation: _____

26. Making a Complaint: Does the student know how to say that he/she disagrees in acceptable ways? 1 2 3 4

Problem Situation: _____

27. Answering a Complaint: Is the student willing to arrive at a fair solution to someone's justified complaint? 1 2 3 4

Problem Situation: _____

28. Dealing with Losing: Does the student accept losing at a game or prize without becoming upset or angry? 1 2 3 4

Problem Situation: _____

29. Showing Sportsmanship: Does the student express a sincere compliment to others about how they played the game? 1 2 3 4

Problem Situation: _____

30. Dealing with Being Left Out: Does the student deal with being left out of an activity without losing control? 1 2 3 4

Problem Situation: _____

31. Dealing with Embarrassment: Does the student know of things to do that help him/her feel less embarrassed or self-conscious? 1 2 3 4

Problem Situation: _____

32. Responding to Persuasion: Does the student consider the consequence of what may happen if he/she goes along with what another is asking him/her to do? 1 2 3 4

Problem Situation: _____

33. Reacting to Failure: Does the student figure out the reason(s) for his/her failure, and how he/she can be more successful the next time? 1 2 3 4

Problem Situation: _____

34. Dealing with an Accusation: Does the student know ways to deal with being accused of something?
    a) When he/she is falsely accused? 1 2 3 4
    b) When he/she is justifiably accused? 1 2 3 4

Problem Situation: _____

35. Dealing with Group Pressure: Does the student decide what he/she wants to do when others pressure him/her to do something else? 1 2 3 4

Problem Situation: _____

36. Deciding on Something to Do: Does the student find something to do when he/she has free time? 1 2 3 4

Problem Situation: _____

Note This checklist is a Modification of the "Structured Learning Skills Checklist" presented in *Skillstreaming the Adolescent*.

Developing an Instructional Plan

Following the selection of the students and defining each student's skill needs (i.e. elementary skills checklist) the student's name and rating on each skill is entered on the Skills Grouping Chart (*Figure 3*). This procedure records the needs of individual students, and guides the teacher in selecting skills for instruction. Students who receive low ratings on similar skills should be grouped together for instruction.

For use in the special classroom, the Skills Grouping Chart gives a profile of the class as a whole. Skills for instruction are selected according to the needs of the majority of the students. Students who appear proficient in the skill selected for instruction can assist in modeling displays and act as helpers for the rest of the group (i.e. providing suggestions for improvement on skill performance or as a co-actor) (Goldstein, Sprafkin, Gershaw and Klein, 1980).

Time for Instruction

Students should be instructed in social skills for 20 to 30 minutes at the elementary level, and from 30 to 45 minutes at the secondary level, at least three times per week. It is suggested that the remaining two days be set aside for work on related skills such as relaxation training, communication skills and identifying feelings. At the end of each school day, an additional 10 minutes should allow students to chart the skills they have practiced that day (Daily Self-Report Chart).

Establishing Group Rules

Specific behavioral rules should be decided on before actually implementing the social skills teaching session. Rules may include: wait until another person has finished talking before you begin to speak; remember to leave toys and other objects at your desk; etc. Four or five rules are a workable number to begin with.

Rules like these are needed in early stages of group work and can prevent many behavioral difficulties. Allowing the group to establish these rules, with teacher guidance, encourages the students' commitment to abide by these rules. Students should also be reinforced for following the rules during the teaching sessions.

Introducing Skills

A new skill, if it is one of the less complicated ones such as "listening" or "how to ask a question," can be introduced every week or two. However, as overlearning is of critical importance with this technique (Goldstein, Sprafkin, Gershaw and Klein, 1980), a new skill should be introduced only when the students can recall the steps of the past skill and have shown generalization outside the group teaching setting. When more complicated skills are introduced, three weeks or longer can be spent on one skill. Periodic review will reinforce previously learned skills and encourage their use in new situations, provide systematic fading of the training for generalization (Buckley and Walker, 1978), and prevent student boredom from concentration on only one skill at a time.

Level of Instructional Support

Children may fail to learn appropriate social behaviors for a variety of reasons. Structured learning is appropriate no matter why the child has not learned these behaviors. The value of social skills teaching is enhanced, however, when additional emphasis can be placed on specific areas of need. For example, focus for one child may be on providing meaningful reinforcement for skill performance. Another child may need to be told when to use the skill, and then be reinforced for the behavior. Still another youngster may need to be prompted through each skill step before the behavior can be learned. *Figure 4* suggests questions to be asked regarding the child's level of social behavior and subsequent interventions to be used in planning, reinforcing and modifying the social skills instruction for individual students.

Reinforcement System

Tokens, always paired with verbal praise statements, can be given on an intermittent basis. These tokens, such as SCAMO's (Showing Caring About Myself and Others), are earned for following the general group rules, role playing and participation, practicing previously learned skills in the group setting and throughout the school day, and for completing homework assignments.

Figure 3

Elementary Social Skills Group Chart

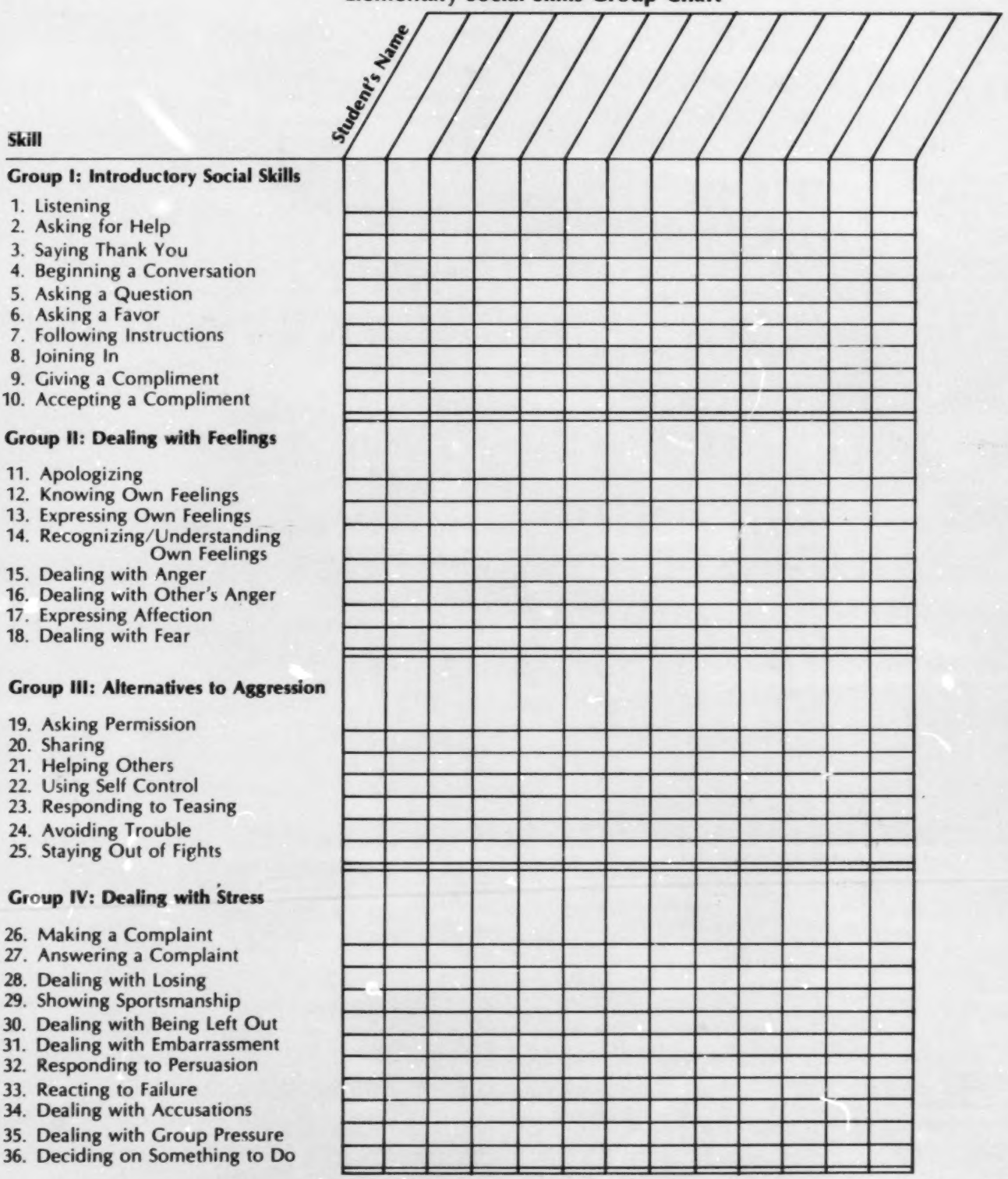

Figure 4

Behavior Level Interventions

Questions	Interventions
1. Is the student exposed to appropriate models?	Provide appropriate modeling.
2. Does the student observe and imitate the prosocial behaviors being modeled?	Point out to the student the specific behaviors being modeled.
3. Does the child adjust his/her behavior in response to different people? situations/settings?	Call attention to what behavior is appropriate for given situations and with different persons (behavioral flexibility).
4. If the student behaves inappropriately, can he/she behave in a prosocial way when requested?	Remind the student to use a given skill.
5. If the student can react in a prosocial way when requested, does his/her emotional response inhibit this performance?	Train impulse control. Emphasize skills that deal with feelings.
6. Does the student receive rewards from peers and adults for the undesirable behavior? the desirable behavior?	Provide reinforcement for prosocial behavior. Implement contingency contracting.

In the initial stages of learning, a critical rule is to give lots of positive reinforcement (Bornstein and Quevillon, 1976). The reinforcement schedule should be thinned (the frequency of distributing the tokens lessened) as students become successful with structured learning.

Reinforcement Phase I: Following group work, the students write their names on the SCAMO (Showing Caring About Myself and Others) tokens they have earned. These tokens are then placed in a "Raffle Box." At the end of each week, or more frequently if needed, several names are drawn for prizes. The students are told that the more SCAMO's they have, the more likely the chance their name will be drawn. This procedure provides frequent reinforcement without much cost, in addition to building interest and enthusiasm for learning social skills.

SCAMO

Showing Caring About Myself and Others

Before students can break their well-established patterns of response, they need to learn strategies like counting to 10 or taking three deep breaths when the problem first arises.

Reinforcement Phase II: Each day the students chart the number of tokens they have earned for practicing social skills and for group participation. Each student is then able to spend these points for a variety of privileges that are assigned a particular point value. Students are allowed to choose the specific privilege they will earn. These privileges are ones that encourage social acceptance (such as ordering a film for the entire class to view) and allow the practice of the social skills they have learned (such as playing a game with a friend). Tokens are given less frequently during Reinforcement Phase II, but social praise is continued on a random schedule even when not combined with tokens.

The students should also be informed when they may exchange their points. For example, many teachers find it most productive to allow students to exchange these points following the social skills teaching session and at other times in the school day (i.e. when a specified amount of academic work is completed). Allowing the students to choose times throughout the day provides frequent or delayed reinforcement depending on the needs of each student.

The Structured Learning Approach

Structured learning is a behavioral approach to teaching prosocial skills (Goldstein, Sprafkin, Gershaw and Klein, 1980). This method provides students with specific behavioral steps to guide their performance of a social skill. The steps are learned to a mastery level with actual examples for illustration (modeling). Structured learning also provides practice with the skill in simulated problem situations (role playing); information as to how well the skill was performed (feedback); and practice in real life situations (transfer of training).

Skills and Skill Steps: Many social skills chosen for instruction are those believed to be related to a child's social competence (Spivak and Shure, 1974); those suggested by the research as related to peer acceptance (Mesibov and LaGreca, 1981), positive teacher attention and academic success (Cartledge and Milburn 1980); and those likely to provide reinforcement in the student's natural environment.

Key social skills, such as "how to deal with wanting something that isn't mine," are task analyzed into a sequence. These steps will guide the student's performance of the social skill. For example:

When I Want Something That Isn't Mine

1. Say to yourself, "I want this, but I can't just take it."
2. Say, "It belongs to _____."
3. Think of your choices:
   a. I could ask the person to loan (or share) it.
   b. I could earn the money to buy it.
   c. I could ask the person to trade.
4. Act out your best choice.

Other examples of this type of skill can be found in Goldstein, et.al.'s *Skillstreaming the Adolescent* (1980) and Stephens' *Social Skills in the Classroom* (1978).

The first step of many of the skills, specifically those that deal with alternatives to aggression, must present an impulse control strategy. Before a student can break his or her well-established pattern of response and learn the prosocial alternative, the student's initial reaction to the conflict situation must be stopped. Therefore, the student needs to learn strategies such as counting to 10 or taking three deep breaths when the problem first arises. This gives the student time to recall the remainder of the steps to the prosocial skill.

Although these behavioral steps are displayed for students on a chart or skill card (a card that lists the steps), it is important that they memorize the steps. The structured learning components will facilitate this memorization by pointing out the steps as they are modeled, verbalizing each step as it is performed in the role playing setting, giving feedback as to how well the skill was performed, and listing the skill steps on specific homework assignments.

Merely being exposed to a model is not enough. The student must also attend to the behaviors modeled, remember them and reproduce them.

Modeling

Modeling, or imitating a behavior, has been an effective method of learning for children and adolescents (Bandura, Ross and Ross, 1961; Rogers-Warren and Baer, 1976; and Rosenthal, 1976). Modeling is the first phase of structured learning and demonstrates to the students *what* to do. Several conditions will enhance the effectiveness of modeling (Goldstein, Sprafkin, Gershaw and Klein, 1980).

Characteristics that enhance the model's effectiveness

- the model is highly skilled in the behavior
- the model is considered to be of a high status
- the model is friendly and helpful
- the model is of the same age, sex and social status
- the model is rewarded for the behavior

Characteristics of the modeling display

- presents clear and detailed behaviors
- presents the behaviors in order from least to most difficult
- provides enough repetition to facilitate overlearning
- presents little irrelevant detail
- provides several models, rather than a single model

Characteristics of the observer (target student)

- the student is instructed to imitate the model
- the student likes the model
- the student is similar in background to the model
- the student is rewarded for performing the behavior which was modeled

Modeling is also more effective when a coping model is presented as opposed to a mastery model (Bandura, 1977). For example, if the model's task is to demonstrate the skill of "how to handle teasing," it is more effective if the model "struggles" with walking away from his or her tormentor. Walking away slowly, with teeth clenched, will show that this is not an easy task to accomplish. Modeling verbal mediation, for instance, saying out loud "It's hard to walk away, but I can do it," further helps to demonstrate a coping model. This provides a more realistic modeling display than simply walking away void of any emotion or conflict.

Merely being exposed to a model is not sufficient for learning to take place. Many students have appropriate modeling available to them through non-special education classes, yet they do not learn the necessary prosocial behaviors. Thus, learning does not occur by mere exposure to modeling. The individual must also *attend* to the behaviors modeled, *remember* these behaviors, and *reproduce* them (Bandura, 1977).

With structured learning, the students must identify the specific behaviors (or skill steps) being modeled. This increases the chances that the student is actually paying attention to the modeling display. The students must also remember these behaviors. Repeating the steps as they are being modeled and

practicing these behaviors in a role playing setting will assist the student's retention of the actions that are modeled.

However, learning via modeling requires not only that the observer pay attention to the modeled actions and remember these behaviors, but that he or she actually reproduces the behaviors. Therefore, learning is not determined by whether or not the student *can* reproduce the behaviors, but rather by whether he or she *does* reproduce them (Goldstein, Sprafkin, Gershaw and Klein, 1980). This will be more likely to occur if the student is rewarded for the behavior (Bandura, 1977).

It is also important that the teacher, in the course of the school day, model appropriate social behavior. When the teacher becomes frustrated or angry with a student's behavior, it has a powerful effect if the teacher models the steps of "dealing with my own anger" in a clear and deliberate manner.

Role Playing

Studies carried out on role playing with children indicate that this strategy can create behavior changes in social skills (Rathjen, Hiniker and Rathjen, 1976; Ross, Ross and Evans, 1976). In addition, a student is far more likely to reproduce the behavior if he or she is an active, rather than passive, participant (Bricker, 1978). Factors that enhance the effectiveness of role playing include (1) allowing the student to choose whether or not to participate in the role playing; (2) the student's commitment to the behavior he or she is role playing (i.e. the skill is relevant to the student's needs); (3) ability to improvise the role playing; and (4) reinforcement given for performing the behaviors (Goldstein, Sprafkin, Gershaw and Klein, 1980).

Role playing is the second stage of structured learning, and it helps the student learn *how* to perform the skill. First, the student identifies a situation where the problem was experienced. Then the student chooses another role player, one who reminds him or her most of the person with whom he or she has the difficulty (Goldstein, Sprafkin, Gershaw and Klein, 1980). The role playing occurs in the context of the situation described by the main role player. Role playing the skill a number of times, with different people and in a variety of settings and situations, increases the likelihood that the student will use the skill outside the teaching setting (Stokes and Baer, 1977).

It is important that students practice verbal mediation during their role playing. Saying the steps aloud as they are performing the behaviors will facilitate students' learning of the social skill.

Verbal Mediation

Verbal mediation, or talking oneself through the performance of the skill, is a vital part of structured learning. When modeling the skill of "how to handle teasing," for example, the model recites the steps of the social skill in the context of a given situation. The model might say something like: "I believe I am being teased because they are looking at me and laughing. I don't like to be teased, but I won't let them know that! I'm angry, so first I have to cool down. I need to count to five. 1. . .2. . .3. . .4. . .5. Okay, now I think of my choices." etc. This narration increases the effectiveness of the modeling display (Bandura, 1977), may facilitate generalization of the skill (Stokes and Baer, 1977), as well as models the cognitive process one goes through in performing the skill.

Similarly, the child must talk himself or herself through the skill when role playing. Research suggests that verbal mediation in the role playing setting helps to restrain impulsivity and assists the student's retention and organization of the behaviors (Meichenbaum and Goodman, 1971).

Performance Feedback

Approval or reinforcement is given by the teacher and peers as the role playing becomes increasingly like the behavior of the model (Goldstein, Sprafkin, Gershaw and Klein, 1980). If the role player does not follow the skill steps, feedback is given by discussing what could be done differently, reteaching, or prompting the student through the skill steps. The main role player should also evaluate his or her own performance.

The group participants also provide feedback to the main role player. However, this must be done in a positive or constructive manner. Suggestions for what the role player could do to become more successful, constructive reminders to include a specific skill step, and comments pertaining to the feelings of the role players are examples of acceptable feedback. Encouraging the group members to participate in feedback also focuses their attention on the role playing and helps prevent boredom and potential behavior problems. Students could also be assigned to watch for each step as it is performed.

Transfer of Training

Transfer of training is perhaps the most important part of structured learning. Several studies indicate that although structured learning is a successful strategy to create behavior change, these behaviors do not maintain over time, nor do they generalize outside the teaching setting, unless specific techniques are implemented to assist this transfer (Goldstein, 1981).

It is crucial, then, that this approach not become a "train. . .and hope" one (Stokes and Baer, 1977). Instead the teacher must plan for the generalization and maintenance of learned social skills. Following is a structured sequence of homework assignments for elementary age children that plans for the generalization and maintenance of social skills instruction.

The assignments begin with the teacher and student together deciding when and how the student will practice, and progress to the stage where the students themselves record the skills they have used. Homework assignments are given to several students each day. Four stages of homework are used, depending on the level of the student's mastery of the skill.

Homework Stage 1: The students think of situations (either at home or school) in which they want to practice the skill. The student and teacher agree to the skill steps, who they will be tried with, and when the plans will be carried out (*Figure 5*).

Homework Stage 2 (Red Flag): The student will be told that he or she will be "set up." For example, if the skill is "how to ask a question," the student will be told, "During math this morning, I will give you work that you won't understand. I want you to remember the steps. They are on your homework sheet. Remember, I will be setting you up. It's a Red Flag!" (Hawkins, 1980). When the teacher has given the difficult assignment to the student and the student has reacted, the teacher calls "Red Flag." Then together they evaluate the child's response (*Figure 6*).

It's important that the student initially be given this type of preparation, as the goal is to successfully use the skill. As the student becomes more familiar with this process, less advance notice should be given. This method is similar to Meichenbaum's Stress Innoculation Training (Cartledge and Milburn, 1980). The goal of this strategy is not only for the student to be able to perform the skill under nonstressful conditions, but under stress as well. Following successful performance with Homework Stage 2, the student should be ready to attempt use of the skill under real-life circumstances (*Figure 6*).

Homework Stage 3 (Self Recording): The child who has almost achieved mastery level of a skill (knowing the steps well and showing success with the other two stages of homework) writes the steps onto the self-recording sheet. Then, throughout the school day, the student writes when the steps of the skill were practiced and the self-evaluation portion is completed (*Figure 7*). The younger student can take the homework sheet into the regular classroom. This will assist in transferring learning to the setting to which the student will eventually return.

Homework Stage 4: Several skills are listed on a 3" x 5" note card and the student tallies each time he or she practices the skill. This method of self-recording also gives the older student an inconspicuous way to chart skills used in regular education classes and settings such as the playground and school cafeteria. Specific example of homework assignments for adolescents are given in Goldstein, Sprafkin, Gershaw and Klein (1980).

Self-Recording and Self-Evaluation

In addition to self-evaluation during role playing, the students evaluate their own performance in each stage of the homework assignments. Assignments are shared with the group, and reinforcement is given for completing homework assignments and evaluating his or her own performance. The self-evaluation is based on how well the student performed the steps of the skill, rather than how well the skill actually worked. Students must be made aware that the skill may not work in every situation; however, they still need reinforcement for using the skill steps.

Self-recording is also implemented by completing the Daily Self-Report Chart (*Figure 8*). Students record the skills they have practiced during the day. This provides a record of the skills the students are actually using and gives the teacher an indication of the specific skills not being used. The teacher will then know which skills need to be reviewed or taught again. As time permits, several students should be asked to cite the specific situations in which a skill was performed, and the students should receive verbal praise from the teacher for these self-reports. Peers should also be encouraged to reinforce the students citing the examples.

Figure 5

Homework Stage 1 Record Sheet

Skillstreaming - Homework

Student _____ Date _____

Skill _____

Steps:

Who will I try this with? _____

When? _____

What happened? _____

_____

_____

How did I do?

Figure 6

Homework Stage 2 Record Sheet

Skillstreaming - Red Flag

Student _____ Date _____

Skill _____

Steps:

How did I do?

Red Flag 1

Red Flag 2

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Figure 7

Homework Stage 3 Record Sheet

Skillstreaming - Self Recording

Student _____ Date _____

Skill _____

Steps:

When I practiced	**How did I do?**

Figure 8

Daily Self-Report Chart

Skills:	Student Names:									

Other Generalization Strategies

Additional generalization principles need to be considered throughout the teaching process. The principles that enhance generalization and maintenance of learned behaviors are related to the instructional setting, materials and teaching personnel; systems of reinforcement; and task instruction.

Teaching Setting, Materials and Personnel

The principle of training implies that generalization is facilitated when the setting in which the training or teaching occurs closely resembles the natural setting where the skill will be used (Goldstein, 1981). Hence, when simulation is used in lieu of teaching in the natural environment, the physical setting should be as much like the natural setting as possible (Buckley and Walker, 1978). Using props and arranging the teaching environment to resemble the real environment where the skill will be performed enhances generalization.

The actual use of a skill is facilitated by teaching the skill in a variety of settings and in response to a variety of persons (Stokes and Baer, 1977; Stokes, Baer and Jackson, 1974). This includes teaching social skills in several different school environments (cafeteria, classroom, library, etc.), and planning for skill use at home (in response to parents and siblings) or school (in response to other teachers and school personnel) and in the student's neighborhood environment.

An additional method to enhance generalization focuses on environmental changes that will support the child's new behaviors (Walker, 1979). This involves instructing parents, peers and school personnel in strategies that reinforce the student when a given skill is performed.

Reinforcement Systems

Providing reinforcement when the student demonstrates the desired behavior (Stokes and Baer, 1977), then gradually thinning the reinforcement schedule (Koegel and Rincover, 1977) are other generalization and maintenance methods that have proven successful. Using reinforcement that occurs naturally in the environment, such as smiling and a pleasant thank you (initially this social reinforcement may need to be paired with a stronger reinforcer) will increase the chances that the student will be reinforced by others outside the teaching setting (Stokes and Baer, 1977).

Generalization is enhanced when teachers, parents and peers reinforce the student when a given skill is performed.

Task Instruction

Overlearning, or learning to a mastery level (Goldstein, 1981) increases the likelihood that the skill will be used outside the teaching setting. Even though we feel a student has learned a skill in the classroom setting, it is necessary that the instruction be withdrawn systematically, rather than stopped abruptly (Buckley and Walker, 1978). Instructing the student to use the skill when a situation suggests its use (instructed generalization) facilitates continued performance and transfer of the skill (Stokes and Baer, 1977). Additionally, telling the child that he or she will be teaching the skill to others and using the student as a co-teacher (helper role structuring) will further enhance generalization (Goldstein, 1981). The following outline lists generalization and maintenance strategies incorporated into structured learning:

Instructional Setting, Materials and Personnel

1. Instruction in natural environments where the skill is actually needed (i.e. playground, hallways, school bus) (Walker, 1979).
2. Teaching in a setting similar to environments where the skill is to be used (Goldstein, 1981).
3. Using props to enhance the similarity of the teaching setting and the natural setting (Buckley and Walker, 1978; Goldstein, 1981).
4. Instruction in groups (Stokes and Baer, 1977; Stokes, Baer and Jackson, 1974).
5. Training peers, teachers and parents to reinforce skill use (inservice training for school staff, informing parents of target skills, and group instruction) (Stokes, Baer, and Jackson, 1974).
6. Teaching the skill in a variety of situations and settings (multiple role plays with different persons) (Stokes and Baer, 1977; Wahler, 1969).

Reinforcement

7. Providing reinforcement when the desired behavior occurs (Stokes and Baer, 1977).
8. Providing reinforcement on an intermittent or random schedule (Stokes and Baer, 1977).
9. Gradually decreasing the frequency of reinforcement for performance (Koegel and Rincover, 1977).
10. Allowing the students to determine their own reinforcement (Stokes and Baer, 1977).
11. Emphasis on skills relevant to the student's needs (skills the student will have the opportunity to use and be reinforced for).
12. Providing for natural reinforcement (reinforcement likely to occur in the natural environment) (Stokes and Baer, 1977) paired with other reinforcement as needed.

Skill Instruction

13. Overlearning the skill (practice several times in different sets of circumstances; multiple role plays; homework assignments) (Goldstein, 1981).
14. Systematic withdrawal of instruction (using periodic review and reteaching of the skills; daily recording skills used) (Buckley and Walker, 1978).
15. Instructing the student to use the skill when conditions indicate its use (instructed generalization) (Stokes and Baer, 1977).
16. Allowing the student to teach the skill to others or to participate as a co-teacher (helper role structuring) (Goldstein, 1981).

17. Using verbal mediation (talking oneself through the skill during modeling and role playing) (Stokes and Baer, 1977).
18. Planning opportunities for students to practice the skills (Cartledge and Milburn, 1980).
19. Implementing self-recording procedures (daily recording of skills used; homework self-recording) (Stokes and Baer, 1977).
20. Implementing individual behavioral contracts for use of a particular social skill (Stephens, 1978).

For generalization and maintenance to occur, it is further necessary to plan the classroom environment in ways that encourage students to use prosocial skills. Allowing the students to work in small groups and using cooperative learning activities (Johnson and Johnson, 1975) are examples of creating opportunities for students to practice the social skills they have learned.

Post-Teaching Assessment: Phase II

Following a series of social skills teaching sessions, it is necessary to re-evaluate the students' skills. This second phase of assessment determines student progress in social skills, indicates any adjustments in the student's instructional plan, and determines whether or not the student is actually using these skills outside the teaching setting.

Post-Teaching Evaluation

This part of the assessment is accomplished by (1) reassessment by the same techniques used in the pre-teaching phase; and (2) assessing the student's achievement on specific goals.

Sociometric techniques, direct observation and teacher reporting are carried out following the series of teaching sessions. Additional documentation of student progress is provided by again completing the social skills checklist on each student. The pre- and post-teaching scores on this checklist are then entered on the Social Skills Progress Summary (*Figure 9*).

Daily recording the social skills used by each student is accomplished through student self-report and completed homework assignments. This information, along with the goals and objectives achieved on the student's Individualized Educational Plan (*Figure 10*) provides additional documentation of social skills progress.

Assessing Maintenance and Generalization

The assessment process is incomplete without determining that the student continues to use the skill following the teaching (maintenance) and demonstrates the skill in environments other than where the teaching occurred (generalization). A review of studies by Rotherman (1980) indicates that changes in social behavior following instruction do not continue beyond a few weeks after intervention ceases. Additionally, skills taught do not automatically generalize to other environments (Stokes and Baer, 1977).

When a skill is "learned" in a given situation or setting, the only thing we can be fairly certain of is that the student can perform that skill in that setting under those specific teaching conditions. We cannot assume that the student will actually be able to use the skills outside the teaching setting.

Walker (1979) views changes in behavior as a two-stage process. Stage one consists of strategies to change the behavior (i.e. social skills instruction). Stage two consists of a second set of strategies to ensure that the learned behavior is applied over time, under a variety of conditions and in other environments. Our teaching must not overlook this second, critical aspect of social skills instruction. Teaching is only effective if the students actually use these skills.

Several strategies can be used to assess whether or not a student's performance maintains over time and generalizes to other situations and settings. These include: (1) documentation of performance on homework assignments; (2) teacher recording of observed social skills over time and in various settings; (3) successful completion of contingency contracts for use of a given skill (Stephens, 1978); and (4) implementing student self-recording procedures. (Refer to the section on transfer of training.)

Figure 9

Elementary Social Skills Progress Summary

Student: _____

	Pretest Score Date: ____	Posttest Score Date: ____	Performance	Change (+ or -)
Group I: Introductory Social Skills				
1. Listening				
2. Asking for help				
3. Saying thank you				
4. Beginning a conversation				
5. Asking a question				
6. Asking a favor				
7. Following instructions				
8. Joining in				
9. Giving a compliment				
10. Accepting a compliment				
Group II: Skills for Dealing with Feelings				
11. Apologizing				
12. Knowing own feelings				
13. Expressing own feelings				
14. Recognizing/understanding other's feelings				
15. Dealing with own anger				
16. Dealing with other's anger				
17. Expressing affection				
18 Dealing with fear				
Group III: Alternatives to Aggression				
19. Asking permission				
20. Sharing				
21. Helping others				
22. Using self control				
23. Responding to teasing				
24. Avoiding trouble				
25. Staying out of fights				
Group IV: Dealing with Stress				
26. Making a complaint				
27. Answering a complaint				
28. Dealing with losing				
29. Showing sportsmanship				
30. Dealing with being left out				
31. Dealing with embarrassment				
32. Responding to persuasion				
33. Reacting to failure				
34. Dealing with an accusation				
35. Dealing with group pressure				
36. Deciding on something to do				
37. When I want something that isn't mine				

Note. This progress summary is a modification of the "Skill Checklist Summary" found in *Skillstreaming the Adolescent*.

Figure 10

Individualized Education Plan

Grant Wood
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ANNUAL GOALS/SHORT TERM OBJECTIVES

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT	To ____ From ____ To ____ From ____

GRADE	BIRTHDATE	AUTHOR	REVIEWER	Date

PRESENT LEVEL

(see pre-post checklist)

ANNUAL GOAL

For Social Skills
(content area)

Brian will demonstrate his mastery (evaluation of No. 4 on Elementary Social Skills Checklist) of 80 percent of Group I social skills as demonstrated in "natural" settings as measured by the classroom teacher.

Outcome Above ☐ Expected ☐ Below ☐

SHORT TERM OBJECTIVES	STRATEGIES/MATERIALS
Brian will identify the skill steps.	Modeling, feedback
Brian will recall the skill steps.	
Brian will role play the specific steps.	Feedback, role playing, Mastery Record Card
Brian will identify situations where the skill is appropriate.	Homework Assignments
Brian will plan the use of the skill (when-where-how-with whom).	Homework 1
Brian will act out the specific steps in a simulated situation.	Homework 2 (Red Flag)
Brian will record the practice of the skill: Settings: _____ _____ _____	Homework 3, Homework 4 Daily Recording Sheet
Brian will evaluate his success in using the skill.	Homework 1 through 3 Discussion of accuracy of this self- evaluation

Other:	Accepting a Compliment	Giving a Compliment	Joining In	Following Instructions	Asking a Favor	Asking a Question	Beginning a Conversation	Saying Thank You	Asking for Help	Listening

Summary

The program focuses on social skills assessment, a behavioral intervention design (structured learning), and specific strategies for maintenance and generalization of learned social skills. While much of the instructional program is designed to take place during a specific "group time," structured learning is most effective when it is also integrated into the teacher's behavior management system.

When potential problems arise in the classroom (the teachable moment), the teacher can elicit a prosocial response from the student by suggesting that the skill steps be used, rather than reprimanding the student for having the problem. It may also be necessary to prompt a student through the behavioral steps for the social skill needed, and then give approval when the steps are taken. Each time this happens, the teacher is reminding the students *what to do*, rather than *what not to do*. This turns problem situations into learning opportunities for behaviorally disordered students. Furthermore, it provides an environment where a positive emphasis is placed on *learning* how to deal with problems that contribute to their handicap.

Appendix

Examples of Elementary Social Skills and Behavioral Steps

Listening

Steps	Teacher Notes for Discussion
1. Look at the person who is talking.	Sometimes others may think someone isn't listening, even though he or she really is. These steps are to *show* someone that you are really listening.
2. Remember to sit quietly.	Face the person. Remember not to laugh, fidget, play with something, etc.
3. Think about what is being said.	
4. Say "yes" or nod your head.	Discuss relevant questions (i.e. ones that do not change the topic)
5. Ask a question about the topic to find out more.	

Suggested Situations

School: Teacher explains an assignment.

Home: Your parents are talking with you about a problem.
Your sister or brother is telling you what he/she did in school.

Peer Group: Another student tells of a T.V. program he/she watched.
A student tells what he/she did over the weekend.

Comments

This is an excellent skill with which to begin your social skills group. Once the students learn the skill of listening, it is useful to incorporate this into your group or classroom rules.

It is important to emphasize *showing* someone the behaviors that indicate the student is listening. When a student is talking with the teacher, it is useful for the teacher to model these listening behaviors.

Asking for Help

Steps	Teacher Notes for Discussion
1. Ask yourself: "Can I do this alone?"	Make sure you have read directions and tried the assignment on your own. Try at least one problem or question.
2. If not, raise your hand.	Discuss that this is appropriate in class, not at home or with friends.
3. Wait. Say to yourself "I know I can wait without talking."	Instruct the students to say this to themselves until the desired help is given.
4. Ask for help in a friendly way.	Discuss what is a friendly manner (i.e. tone of voice, facial expression, content)

Suggested Situations

School: You want help with an assignment.
You don't understand what you are supposed to do.

Home: Refer to Asking a Favor

Peer Group: Refer to Asking a Favor

Comments

It is very important to discuss body language with the students. When first introducing terminology such as "a friendly way," spending time discussing and modeling these behaviors and non-verbal communicators is essential.

Apologizing

Steps	Teacher Notes for Discussion
1. Decide if you need to apologize for something you did.	Sometimes we do things for which we are later sorry. Apologizing is something we can do to let the other person(s) know we are sorry. It also often makes you feel better.
2. Think of your choices: a. Say it out loud to the person. b. Write the person a note.	Emphasize sincerity. Practice verbal and written ways to apologize.
3. Choose a good time and place.	You may want to be alone with the person.
4. Act out your best choice in a friendly way.	Apologize soon after the problem.

Suggested Situations

School: You are late for a class.

Home: You accidentally break something.

Peer Group: You say something cruel because you were angry.
You have planned to do something with a friend but you have to go somewhere with your parents.

Sharing

Steps	Teacher Notes for Discussion
1. Decide if you want to share something.	Talk about how the other person might feel if the student does or doesn't share.
2. Decide who you want to share with.	If you can only share with one person, think of how others around may feel left out.
3. Choose a good time and place.	
4. Offer to share in a friendly and sincere way.	Practice how to look and talk in a sincere manner.

Suggested Situations

School: Offer to share your materials (crayons, pencil, etc.) with a classmate.

Home: Offer to share a treat with a friend, brother or sister.

Peer Group: Offer to share a game with a friend.

Joining In

Steps	Teacher Notes for Discussion
1. Decide if you want to join in.	Decide if you really want to participate or if there are other reasons (i.e. you want to disrupt the group). A good time may be during a break in the activity or before the activity begins.
2. Choose a good time.	
3. Decide what to say.	
4. Say it in a friendly way.	

Suggested Situations

School: Ask to join a group game at recess.

Home: Ask to join in on a game with parents or brothers and sisters.

Peer Group: Ask to join in an activity at a club or in the neighborhood.

Comments

This skill is very useful for students who have difficulties deciding what to do in social play situations.

Knowing Your Own Feelings

Steps	Teacher Notes for Discussion
1. Think of how your body feels.	Discuss the cues your body gives you, for example, blushing, tight muscles, queasy stomach, jumpy stomach, etc.
2. Decide what you could call the feeling.	Additional activities specific to identifying and labeling feelings may need to be provided.
3. Say to yourself: "I feel _____."	Discuss feelings such as frustration, fear, embarrassment, etc.

Suggested Situations

School: You are frustrated with a difficult assignment.

Home: You are angry because your parents forgot to do something they had promised to do.

Peer Group: You are disappointed because a friend promised to go to a movie with you, but he/she can't go.

Expressing Your Feelings

Steps	Teacher Notes for Discussion
1. Stop and think about how you feel.	A list of feelings should be displayed for reference.
2. Decide what it is you are feeling.	Say to yourself how you feel and what made you feel that way.
3. Think about your choices:	
a. Say to the person "I feel _____."	
b. Walk away for now.	Until the student has calmed down.
c. Get involved in an activity.	Discuss activities to assist children in letting out frustration and anger.
4. Act out your best choice.	Consider when and where the student may be able to talk about the feeling. If the student is still angry after following these steps, wait until he/she isn't so angry before acting on the best choice.

Suggested Situations

School: You want to answer in class, but you're afraid your answer will be wrong.

Home: You are excited about going somewhere.

Peer Group: Someone calls you a name.
Someone ignores you.

Comments

The teacher can model this behavior throughout the school year by expressing his/her feelings to the class in the appropriate manner.

Dealing with Fear

Steps	Teacher Notes for Discussion
1. Decide if you are feeling afraid.	Discuss how your body feels (i.e., sweaty hands, jumpy stomach, etc.).
2. Decide what you are afraid of.	Discuss real threats vs. imagined ones. Ask yourself if the fear is a real threat to your physical safety. You may need to check this out with another person.
3. Think of your choices: a. Talk to someone about it. b. Do a relaxation exercise. c. Try it anyway.	Refer to Skill 56 for relaxation.
4. Act out your best choice.	

Suggested Situations

School: You are afraid to take a test.
You are afraid to go out to recess because someone said they would beat you up.

Home: You are home alone at night.

Peer Group: Someone in the neighborhood keeps teasing you.

Comments

The students may need practice in evaluating how well one choice worked. If one choice did not work well for the student, he/she should be encouraged to try one of the other choices.

Students should be encouraged to evaluate realistic vs. unrealistic fears. When fears are realistic ones, the alternative of talking to someone about this would be the suggested choice. Students may also need to problem solve ways to deal with realistic fears (See Skill 41 Problem Solving).

Expressing Affection

Steps	Teacher Notes for Discussion
1. Decide if you have good feelings about the other person.	Discuss these feelings.
2. Decide if you think the other person would like to know you feel this way.	Discuss possible consequences of telling the person; for example, the person may become embarrassed, it may make the person feel good.
3. Decide what you will say.	Remember to say this in a friendly way (look at the person, voice tone, facial expression, etc.)
4. Choose a good time and place.	
5. Tell the person in a friendly way.	

Suggested Situations

School: Thanking a teacher for something he/she has done.

Home: Telling your parents that you love them.

Peer Group: Telling friends that you like them and want to continue being friends.

Comments

This skill may be difficult for many adults to carry out; therefore, students may not have this skill modeled for them. It is important for the teacher to provide this type of modeling for the students.

Dealing with Own Anger

Steps

1. Stop and count to 10.
2. Think of your choices:
   a. Tell the person in words why you are angry.
   b. Walk away for now.
   c. Do a relaxation exercise.
3. Act out your best choice.

Teacher Notes for Discussion

This is important to give you time to cool off and think.

Tell the person in a way that won't make that person angry, too. Students may also need to ask the teacher if they can leave the room and run an errand for him/her, run outside for two or three minutes, etc.

Discuss these choices as part of "walking away."

Suggested Situations

School: You don't think the teacher has been fair to you.
You are angry at yourself for forgetting your homework.
You are having a day "where everything seems to go wrong."

Home: Your parents won't let you have a friend over.
Your parents won't let you leave the house.

Peer Group: A friend talks about you behind your back.

Comments

For a child who directs anger toward himself/herself, additional choices may need to be included. Such choices may include: write about how you feel; decide how you can change to keep this from happening again, etc. Skills such as Problem Solving can also assist many children who have difficulty dealing with their anger at themselves.

Dealing with Other's Anger

Steps

1. Listen to what the person has to say.
2. Think of your choices:
   a. Keep listening
   b. Ask them why they are angry.
   c. Give them an idea to fix the problem.
   d. Walk away for now.
3. Act out your best choice.

If you are feeling that you are getting angry, too, walk away for now, until you feel that you are calm.

Teacher Notes for Discussion

Don't interrupt or become defensive; if needed, say to yourself, "I can stay calm."

Suggested Situations

School: The teacher is angry at you for not doing well on a test.

Home: Your parents are angry because you didn't clean up your room.

Peer Group: Another student is angry at you because you didn't choose him/her to play a game.

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